

WIMBLEDON CHASE PRIMARY SCHOOL DISABILITY & ACCESSIBILITY PLAN (2018-2019)

	Targets	Strategies	Outcome	Timeframe	Success Criteria
Short Term	Pupils: Gather and monitor data on disabled pupils and their attainment levels	Use information on annual medical forms to identify disabled pupils. Monitor progress via termly assessment and SIMS.	List enables staff to monitor the progress of disabled pupils carefully and ensure that they are not disadvantaged.	Ongoing	Pupils are identified and their progress tracked.
	Ensure that disabled pupils can access the facilities and support they require	Remind staff to use visual timetables each day and review their suitability.	Children have a clear understanding of their daily routine	Ongoing	Visual timetables being used effectively in each class.
		Ensure that class rules and signs around the school are displayed in picture form as well as in written form. Use Communication in Print.	All children understand how to respect their peers, members of staff and the classroom environment.	Ongoing	Class rules and signs accessible to all.
		Provide SEND training for teachers and support staff to meet the needs of children with SEN & disabilities.	Staff well informed and equipped to meet the specific needs of children.	Ongoing	All staff able to meet the needs of all children
		Provide appropriate training for TAs working with children with disabilities, ASD or sensory impairments.	TAs are equipped to carry out their jobs effectively.	Ongoing	TAs receive appropriate training
		Class teachers to ensure that all pupils are fully included in all aspects of the curriculum.	Class teachers are responsible for providing a personalised and appropriate curriculum for children with SEND	Ongoing	All pupils given full access to the curriculum and QFT.
		Class teachers to ensure that pupils with disabilities are fully included in PE lessons. PE Coordinator to support the class teacher if necessary and provide appropriate resources. Liaise with outside agencies if necessary.	Teachers more prepared with ideas and resources suitable for children with disabilities.	Ongoing	All children able to fully participate in PE lessons
		Ensure that appropriate resources	Suitable resources are	Ongoing	Classrooms are

		<p>are available in each key stage to support children with SEND as necessary to meet their individual needs.</p> <p>Ensure that classrooms are accessible to children with physical difficulties e.g. there is enough space for children with mobility difficulties to move around safely, a quiet area for children with emotional difficulties, appropriate seats and tables for children according to physical needs.</p> <p>Ensure that classrooms are accessible for children with sensory disabilities e.g. visually and hearing impaired children able to sit near the board, acoustic tiles in classrooms, contrasting colours, appropriate font size, edges highlighted, access to I pad linked to IWB, laptops etc.</p> <p>Incorporate strategies to help dyslexic children e.g. touch typing, coloured backgrounds, training for staff in dyslexia friendly techniques, laptops for long writing if suitable to age and skills etc.</p> <p>Ensure that disabled pupils are able to fully participate in extra curricular activities</p>	<p>accessible to all pupils</p> <p>Classrooms are accessible to accommodate the different needs of children</p> <p>Children with sensory impairments are not impeded in their learning by the physical environment</p> <p>Classrooms are dyslexia friendly and enhance the learning experience for all children</p> <p>Review arrangements for clubs and school trips so that pupils with disabilities are not prevented from taking part. Provide extra adult support and wheelchairs if necessary. Complete individual risk assessments.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>suitably equipped and there are no barriers to learning</p> <p>Classrooms do not restrict learning.</p> <p>Classrooms meet requirements specified in the accessibility audit. IT equipment made available as needed.</p> <p>All pupils benefit from dyslexia friendly approach</p> <p>All children are included and able to participate in extra-curricular activities</p>
--	--	---	--	---	---

		Review the physical school environment as a whole for accessibility and ensure that the old building is DDA compliant e.g. edges marked on stairs, handrails installed, personal care facilities in disabled	School environment is appropriate for the needs of all children.	Ongoing	All children are able to access the school safely
	Ensure that pupils with SEND are supported during transition periods	Provide a safe haven for vulnerable children at lunch-time and a time- out area for children with challenging behaviour.	Children are aware of the Nurture Room as a lunch-time club and establish a time-out area	Ongoing	The Nurture Rm and time-out room are used by children who need them
	Ensure that pupils with SEND have their voices heard	SENCO and reps from new school to meet with parents and class teachers at key transition times to ensure transfer of information and to discuss needs of child	Children transfer smoothly from Nursery to Reception, KS1 to KS2, and KS2 to secondary school	Ongoing	Pupils with SEND are confident about transfer to new key stage
	Ensure that pupils with SEND are not victims of bullying or harassment	Establish pupil focus groups where pupils can be consulted about their learning and school environment; ensure that children with SEND are represented on the School Council	Pupils are able to express their views and reveal barriers to learning as well as things that work well	Ongoing	Pupils with SEND are happy in school and feel valued
	Ensure that disabled toilet(s) are maintained to a high standard	Raise awareness of the needs of pupils with SEND. Children and adults to report any incidents of bullying or harassment to Head Teacher. HT to record incidents, contact parents and treat seriously.	Anti-bullying policy to be updated to include reference to harassment on the grounds of disability or special needs. Disabilities to be the focus of some PSHE lessons.	Ongoing	School has zero tolerance regarding disability discrimination.
		Regularly inspect disabled toilets to ensure that they are clean and adequately equipped for both children and adults.	Disabled toilets are fit for purpose and provide a respectable environment	Ongoing	Disabled toilets are user friendly with good facilities.

	<p>Adults: If parents share/information regarding their disability</p> <p>Ensure parents who have English as an Additional Language have access to information about the school and their children.</p> <p>Encourage new appointees and existing members of staff to indicate whether they have a disability</p> <p>Ensure that staff with disabilities are fully supported</p> <p>Ensure that all applicants with a disability are considered according to job criteria</p> <p>Ensure that positive attitudes are promoted towards disabled people</p>	<p>Make reasonable adjustments for parents with disabilities</p> <p>Provide translators/interpreters from within the school community or to use Merton Translation service. Induction booklets available in key languages.</p> <p>invite staff to indicate during induction or annual performance management meetings whether they consider themselves disabled. Make every effort to ensure that if employees become disabled, they stay in employment</p> <p>Make reasonable adjustments to furniture and timetables to accommodate the needs of staff with disabilities. Risk assessments completed and OCC Health reports made if necessary</p> <p>Draw up shortlists for vacancies according to the criteria for job description and person specification.</p> <p>Raise awareness through assemblies, staff meetings and the website of our equality policies. Ensure that all adults are aware of whistle blowing procedures if discrimination occurs.</p>	<p>Information enables adjustments to be made where necessary</p> <p>Parents who have English as an Additional Language are able to access the information about the school, their child's progress.</p> <p>Disabilities identified and improvements made to working conditions if necessary</p> <p>Sensitivity is shown to staff and barriers to working are removed</p> <p>All candidates are considered equally and given the same opportunities</p> <p>All adults are committed to disability equality</p>	<p>annually</p> <p>On going</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All parents and carers within the school community are treated with consideration and respect.</p> <p>All parents feel included in the school community and understand the educational process.</p> <p>Staff feel confident to reveal disabilities with the assurance that they will be supported</p> <p>Staff are given discrete assistance to carry out their jobs</p> <p>All applicants are considered on their abilities</p> <p>Disability Equality Scheme working effectively</p>
--	--	--	--	---	---

	<p>Ensure that disabled parents are supported to access information about their child's progress at school</p> <p>Ensure that the needs of disabled governors are met</p>	<p>Sensory impaired parents are given information in the most appropriate format for their needs; the lift is signposted for those who need it.</p> <p>Invite governors to indicate whether they have a disability, so that adjustments can be made if necessary to meetings, rooms, etc.</p>	<p>Parents are kept fully informed about their child's progress</p> <p>Governors with disabilities are not prevented from playing a full part in the governing body</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Disabled parents have equal access to information</p> <p>Disabled governors take an active part in the governing body</p>
Medium Term	<p>Pupils: Remember to incorporate appropriate colour schemes when redecorating classrooms and nursery to benefit pupils with visual impairments.</p> <p>Ensure that one classroom in each year group is suitable for pupils with hearing impairments.</p> <p>Monitor the use and suitability of playground facilities for pupils with SEND.</p> <p>Adults: Provide disabled parking bay close to school</p> <p>Monitor the premises facilities for pupils with SEND/Disabilities</p>	<p>Seek advice from LA Sensory Support Service on appropriate colour scheme and blinds for classrooms and corridors. Carry out annual accessibility audit for pupils with visual impairments.</p> <p>Remind staff to make use of the Soundfield systems, Front Row to Go and Edulink. Consult LA regarding assistance with funding for acoustic tiles.</p> <p>Purchase small playground equipment for pupils with SEND. Ensure SEND pupil's voice is heard in the decisions around playground equipment and markings.</p> <p>Consider best location, mark out bay and erect disabled sign</p> <p>Site works with HT and Site Management meetings</p>	<p>Classrooms and nursery are redecorated with visually sensitive and contrasting colours. Dangerous edges and changes of level are clearly marked</p> <p>Background noise is reduced and pupils can hear better</p> <p>Playground offers more opportunities for children to play with.</p> <p>Parking bay gives closer access for adults and children with physical disabilities</p> <p>Site kept hazard free and snagging works actioned</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>September 2019</p> <p>Ongoing Monthly</p>	<p>Children with visual impairments benefit from colour schemes and markings</p> <p>One classroom in each year group is equipped for pupils with hearing impairments</p> <p>Playground more inclusive.</p> <p>Parking bay is used successfully</p>

